

Grade 4 Sample Test Prompt

Conventions

We all have things that we believe are exciting. Think of some thing you have done that was exciting to you. It might be winning a ball game, getting a new pet, or riding a bike.

Write a story about a time when you felt excited.

Your essay should

- Have a beginning, middle, and end .
- Describe the exciting experience .
- Include details about the experience .

Remember to edit for spelling, grammar, punctuation, and capitalization.

AIMS Six Trait Analytic Writing Rubric – Official Scoring Guide

CONVENTIONS

<p>6</p> <p>The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions; manipulation of conventions may occur for stylistic effect. • strong, effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • paragraph breaks that reinforce the organizational structure. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little or no need for editing. 	<p>5</p> <p>The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions. • effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • paragraph breaks that reinforce the organizational structure. • correct capitalization; errors, if any, are minor. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little need for editing. 	<p>4</p> <p>The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • control over conventions used, although a wide range is not demonstrated. • correct end-of-sentence punctuation, internal punctuation may sometimes be incorrect. • spelling that is usually correct, especially on common words. • basically sound paragraph breaks that reinforce the organizational structure. • correct capitalization; errors, if any, are minor. • occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader. • moderate need for editing.
<p>3</p> <p>The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • some control over basic conventions; the text may be too simple to reveal mastery. • end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors. • spelling errors that distract the reader; misspelling of common words occurs. • paragraphs that sometimes run together or begin at ineffective places. • capitalization errors. • errors in grammar and usage that do not block meaning but do distract the reader. • significant need for editing. 	<p>2</p> <p>The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • little control over basic conventions. • many end-of-sentence punctuation errors; internal punctuation contains frequent errors. • spelling errors that frequently distract the reader; misspelling of common words often occurs. • paragraphs that often run together or begin in ineffective places. • capitalization that is inconsistent or often incorrect. • errors in grammar and usage that interfere with readability and meaning. • substantial need for editing. 	<p>1</p> <p>Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by</p> <ul style="list-style-type: none"> • very limited skill in using conventions. • basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect. • frequent spelling errors that significantly impair readability. • paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text. • capitalization that appears to be random. • a need for extensive editing.

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Writing**FINAL COPY**

we I saw my dad
we went to a fare and we
rode on a rocoster. Then we
rode on a big slid then we went
on the other ride and it Flept.
Then I won a Fish, and a bike.
it was Fun to see my fell dad

Score point 1 – Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. Spelling: fare for fair, rocoster for roller coaster, Flept for flipped, and won for won. Capitalization: Fish, Flept, and Fun incorrectly capitalized.

Page 4**Go On** 

Writing**FINAL COPY**

Last Saturday, I had a game. First, we were out field. They caught the ball at me and I got her out. Next, we went in to bat. I went first. The pitcher threw the ball. Then I hit it and it was a pop fly. Finally, I ran but didn't touch the base. My coach told me to touch the base. I ran as fast as I can. They threw the ball but Miss and I won the game.

Score point 2 – The writing demonstrates little control of standard writing conventions. There are end-of-sentence punctuation errors and internal punctuation errors. Spelling errors frequently distract the reader: where for were, thoue for throw, tuch for touch, came for game. Capitalization is inconsistent and often incorrect.

Writing**FINAL COPY**

One day I went to a hotel called Circus Circus. They had a circus every five minnets. Behind the circus was lots and lot of games. My mom didn't let me play any of the games untill tommorrow, but I wanted to go right now. Instead of begging I listched to my mother

The next morning my sister asked me IF I wanted to go to the circus with my mom. I said yes. So we went to the circus. Right after the circus was finished I played games. I didnt win nothing, untill I saw a balloon popping game. I gave the lady a coin and she gave me a dart. I shot it and made it! But the balloon didn't pop she gave me a prize anyway. I was so happy. I couldn't stop talking about it.

Score point 3 – The writing demonstrates limited control of standard writing conventions. Capitalization errors (If and So in paragraph two, end-of-sentence punctuation errors (“...my mother” in paragraph one and “...didn’t pop” in paragraph two), and errors in grammar and usage (“didn’t win nothing” in paragraph two) distract the reader. There is a significant need for editing.

Writing**FINAL COPY**

When I got my pet bird

Monday One day when I was playing with my dogs Natasha and Ozzy all a sudden a bird fell on my head. It came from the sky so I thought it was raining birds. The dog picked it up and almost ate the bird. So I took it from the dog and brought it inside. He was a little bird related to a Cockatiel.

Tuesday The next day I took very good care of the bird and I feed it, gave him water, held him, and bought him toys. I also loved him and cared for him so he would feel at home. But my dad told me "if some one come looking for him give him back."

Wednesday we became great friends. He loves me and I love him. He loves me because I play with him, gave him treats, cared for him. Even if he did something wrong I'll still love him. I love him because he's always by my side he's care for me and he's funny. The good new is the no one was looking for him. This was the begining of a

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good friend ship even know hes a bird.
I'm glad hes in the family tree still.

The end.

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My New Bike

It was my birthday today and I had just woken up. I could hardly wait to get my present from my parents and my sister.

When my parents and sister got up about a half hour later they came down stairs and flipped the T.V. On. I thought "Oh no did they forget about my birthday?" Then in about a half an hour they said "Are you ready for your gift?" In less than a heartbeat I replied "Why of course!"

So my family handed me a sticky note on which was written:
GO TO THE TRUCK

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So I went to the truck and
on the window was a sticky
note that said,

GO TO THE REFRIGERATOR

So I went inside to the refrigerator
and the sticky note on it said,

GO TO THE TRASH CAN

So I went outside to the trash
can and in front of it was
a brand-new bike!!! I brought it
out front and started riding it. It
was perfect!

The End!

Score point 5 – The writing shows strong control of standard writing conventions and uses them effectively to enhance communication. The writer may have some errors, but he/she shows skill in a wide range of conventions in a sufficiently long and complex piece. The use of the semi-colon is not correct, but exhibits knowledge of its use as a guide to indicate a strong pause. The dialogue and the sticky notes in all capital letters do enhance the intent of the response.

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4 years ago, I got my third cat, his name is Jingle. He is black with white at the top of her nose and feet. We really didn't buy her from a petstore, she just walked in our door when we were cleaning the house. When my dad saw Jingle, he grabbed a newspaper and started chasing Jingle around. This went on for a couple of days. Finally, my mom asked my dad to stop. She said that having another cat wouldn't be that bad. So, my mom talked to my dad for a few minutes. Then, they came out from their room and said that we were going to have another cat. I was very happy and excited at the same time. My mom told us to think of a name for him. My sister thought of Tom, but my dad said no. I thought of Mary, then my mother reminded me that Jingle was a boy and not a girl. Then, my mom thought of Jingle. Our whole family agreed on that name.

The next day, my family forgot that we had a third cat. Then, we all went to do what we usually do. After I was done I went to play with Patche and Kitty. (My first two cats.) then I remembered about Jingle. I didn't want to remind everybody now, especially my dad. Yesterday, when my mom said we were going to have another cat, I looked at my dad and he didn't seem happy. Instead, he looked pretty mad.

That night, I told my sister that we had a third cat. She didn't believe me until Jingle came in her room. She said to tell dad by not really telling him. I didn't get her at first but then, she told me what she meant. She meant by letting Jingle go into his room.

Writing

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and letting he know by himself. So, when Jingle went in, dad saw him. My sister and I expected a shout or a scream but instead, dad came in smiling with Jingle and said to take good care of him. We were so happy they got along.

So whenever we get another pet, be sure to be one like Jingle.

Score point 6 – The writing demonstrates exceptionally strong control of standard writing conventions and uses them effectively to enhance communication. The writer manipulates conventions for stylistic effect. For instance, the writer uses the parenthesis in paragraph two. Paragraph breaks that reinforce the organizational structure and correct grammar and usage make this response an excellent display of convention use.